



This guide walks you through presenting the ***Engaging Interactions: Scaffolding Children's Learning*** in-service suite. This in-service suite includes PowerPoint slides and supporting materials.

MATERIALS NEEDED:

- Presenter PowerPoint slides (18)
- Projector and audio equipment
- Optional Learning Activities:
 - » *Video Review of Shrimp, Shrimp, Shrimp* (with slide)
 - » *Discussion of Classroom Scenarios*
 - » *Planning in Your Classroom*
- Tips for Teachers
- Tools for Supervisors
- Helpful Resources List
- Flip chart or similar large paper and markers for writing participant ideas

BEFORE YOU BEGIN:

- The purpose of this presentation is to share strategies teachers can use to scaffold children's learning.
- This is one in a series of in-service suites on *Engaging Interactions*.
- The main purpose of scaffolding is to provide children with the right level of support so that they can be more successful than they would be independently.
- Three main scaffolding strategies are described: providing hints, offering a range of answers, and encouraging children to use additional resources.
- The presentation includes video clips and examples that illustrate how teachers can scaffold children's learning.
- As necessary, remind participants that anywhere examples and nonexamples are used (e.g., *Tips for Teachers*) they are specific to the concept being discussed. The nonexamples may be appropriate behaviors in other circumstances.
- Optional learning activities offer participants opportunities to discuss examples and practice applying the strategies.
- Optional learning activities are described in detail at the end of this document.

NOTE

The Supervisor Planning Guide is an overarching tool that applies to multiple suites in the *Engaging Interactions* series.



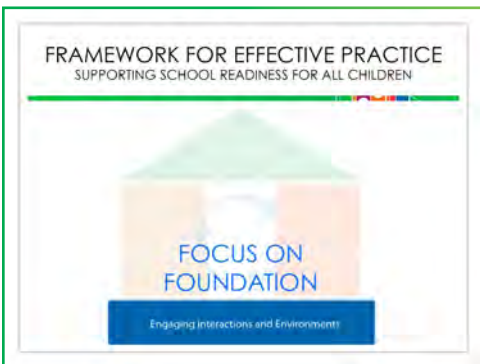
SLIDE 1: SCAFFOLDING CHILDREN'S LEARNING

Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (e.g., where they are working, their current role, etc.).

Introduce topic:

- *Scaffolding Children's Learning* focuses on strategies teachers can use to expand children's learning.



SLIDE 2: FRAMEWORK FOR EFFECTIVE PRACTICE

Introduce NCQTL.

Review the NCQTL framework for effective practice:

- The House structure supports school readiness for all children.
- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices and ongoing child assessment.
- The roof represents highly individualized teaching and learning.
- All components interact with each other and are essential for effective everyday practices for all children.

This presentation fits into the *foundation* of the House.

Introduce *Engaging Interactions*:

- Interactions are the classroom processes that are important for children's social and academic development.
- When teachers create positive emotional relationships, organize the learning environment, and focus on cognitive and language development, children make greater gains that help them succeed in school and life.
- There are three broad blocks to the foundation: Social and Emotional Support, Well-Organized Classrooms, and Instructional Interactions. The *Engaging Interactions* series fits in the Instructional Interactions block. Specifically, *Scaffolding Children's Learning* is one example of these interactions.

NOTE

Classroom processes refer to the way teachers interact with children as well as to how they select and use materials and resources for instructional purposes.



OBJECTIVES

- Provide a **definition** of scaffolding.
- Give **examples and strategies** of how teachers can scaffold children's learning.
- Connect** to the Head Start Child Development and Early Learning Framework.
- Provide **suggestions** for teachers on how to improve their ability to scaffold.

SLIDE 3: OBJECTIVES

Outline objectives for presentations:

- **Provide a definition** of scaffolding.
- **Give examples and strategies** for how teachers can scaffold children's learning.
- **Connect** *Scaffolding Children's Learning* to the Head Start Child Development and Early Learning Framework.
- **Provide suggestions** for teachers on how to improve their ability to scaffold.

SCAFFOLDING CHILDREN'S LEARNING

What does it look like?

- Teachers providing different levels of support and feedback to meet children's individual needs, which allows them to perform at a higher level than they would independently. Teachers scaffold by:
 - Providing hints when children struggle to understand concepts.
 - Offering a range of answers for children to choose from when they need extra support answering a question.
 - Encouraging children to use additional resources to help them understand concepts and ideas.
- What does it **NOT** look like?
 - Teachers providing children with "right" answers.

SLIDE 4: SCAFFOLDING CHILDREN'S LEARNING

Teachers scaffold when they provide different levels of support and feedback to meet individual needs. Specifically, scaffolding occurs when teachers:

- Provide children with hints when they struggle to understand concepts.
- Offer a range of answers for children to choose from when they need additional support.
- Encourage children to use additional resources to further understand ideas.

NOTE

Remind participants that scaffolding is not simply teachers providing children with "right" answers.

PROVIDE HINTS

Assist children when they have difficulty understanding, answering, or completing a task by **providing hints**.

Teacher: Wow, I like the letter you wrote. Can you tell me the sound it makes?

Child: [says nothing]

Teacher: Well, I see the letter "y". (And then teacher makes facial gesture for the letter "y".)

Child: yyyy (imitating teacher)



SLIDE 5: PROVIDE HINTS

One way teachers can scaffold children's learning is to provide hints for children who need additional support.

- The example (see script on the slide) highlights how the teacher uses hints to help the child identify the letter Y, rather than just telling her, "The letter is Y"

Another example:

A teacher might provide hints and say:

"Eduardo, I see you're having a little trouble remembering parts of our frog life cycle. Lets look at this picture; it's a tadpole. Do you think this happens first?"

Conversation continues....



OFFER A RANGE OF ANSWERS

Provide a **range of answers** for children to choose from when they need extra support.



Teacher: Do you remember which one of our community helps build roads?
Child: A policeman?
Teacher: Police officers are seen out on the streets but do they build them?
Child: [shrugs]
Teacher: Let's look at some choices. We have a dentist, baker, teacher, or construction worker.
 Conversation continues...

SLIDE 6: OFFER A RANGE OF ANSWERS

Another way teachers can scaffold children's learning is to offer them a range of answers when they need further assistance.

- The example (see script on the slide) highlights how the teacher uses this strategy to help the child think about who builds roads in their community. She provides choices and makes the task a little easier for this individual child instead of just saying, "Construction workers build roads."

Another example:

While helping Eduardo complete his frog life cycle activity, the teacher further supports him by asking, "Do you think the **egg** or **tadpole** happens first?" This way, the teacher provides the child with two possible choices, making it easier for him to complete the task.

USE ADDITIONAL RESOURCES

Encourage children to use **additional resources** to help them understand concepts and ideas.



Teacher: Do you know what caterpillars turn into?
Child: I dunno.
Teacher: Why don't we search for some information about caterpillars and see if we can figure it out.

SLIDE 7: USE ADDITIONAL RESOURCES

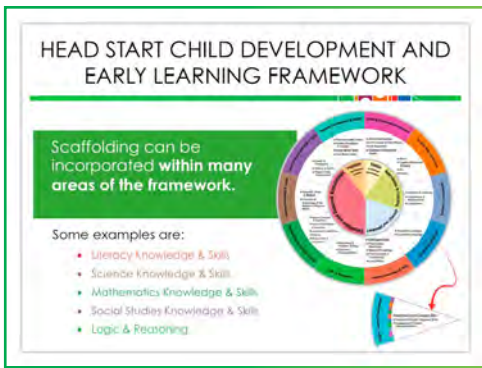
Finally, teachers can also scaffold children's learning by encouraging them to use additional resources to help them further understand ideas.

- The example (see script on the slide) highlights how the teacher suggests that the child can look for support from other resources. She encourages him to solve this problem by turning to a resource instead of just telling him, "Caterpillars turn into butterflies."

Another example:

After Eduardo states that the egg is the first step in the frog life cycle, the teacher notices that he is unsure of where the tadpole belongs. The teacher takes this opportunity to ask him, "What can we do to help us?" Eduardo suggests, "I know, we can ask a friend." The teacher responds, "Good idea. Robin, do you think you can help us out?"

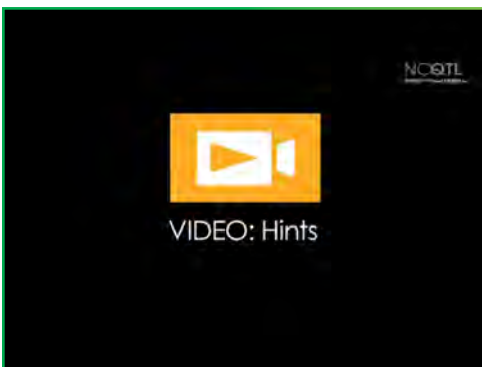




SLIDE 8: HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

The Head Start Child Development and Early Learning Framework

- *Scaffolding Children's Learning* can be connected to many domains of the *Head Start Child Development and Early Learning Framework* including:
 - » Literacy Knowledge & Skills
 - » Science Knowledge & Skills
 - » Mathematics Knowledge & Skills
 - » Social Studies Knowledge & Skills
 - » Logic & Reasoning



Length of video: Approximately 51 seconds

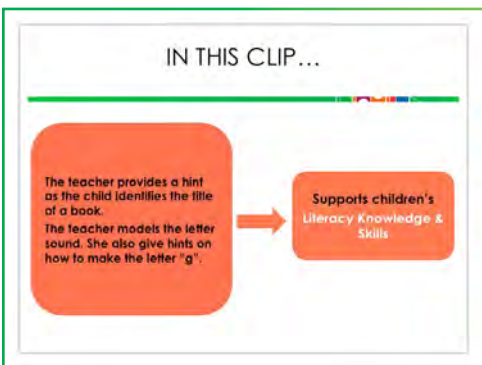
SLIDE 9: VIDEO: HINTS

Introduce the video.

Inform participants that this video demonstrates two activities during which a teacher provides hints to a child.

Ask participants to look for examples of how the teacher uses **hints** to help guide the child.

VIDEO 



SLIDE 10: IN THIS CLIP...

Video example of *Scaffolding Children's Learning*.

- In the first part of this clip, the teacher asks the child if he remembers the title of the book. The child points to the title and creates his own title for the book. The teacher meets this child where he is and begins to scaffold by running her fingers across the title as she reads the first two words of the title. She then pauses and allows the child to complete the title.
- In the second activity, the child is working to write "goo." The teacher provides hints by making the letter sounds and reminding the child of the shapes in each letter.





Length of video: Approximately 50 seconds

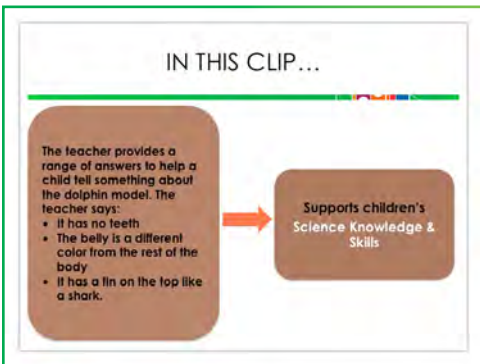
SLIDE 11: VIDEO: RANGE OF ANSWERS

Introduce the video.

Inform participants that they will view a video that shows a teacher providing a range of answers regarding a dolphin.

Ask participants to look for ways that the teacher provided children with a range of answers.

VIDEO 



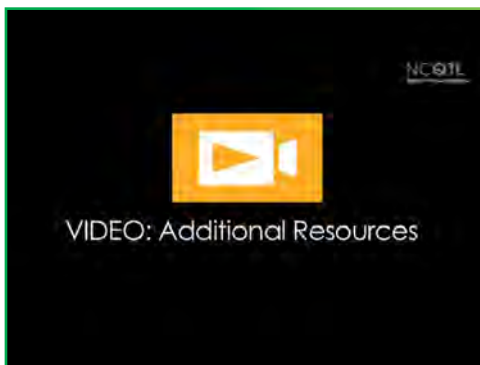
SLIDE 12: IN THIS CLIP...

Video example of *Scaffolding Children's Learning*.

- In this clip, the teacher helps a child add more details to a mask of a dolphin she is creating. The teacher shows her a miniature toy dolphin and provides the child with a range of answers when she was unable to tell him something about the dolphin. The range of answers include: noticing that the dolphin model has no teeth, the dolphin's belly is a different color than the back and the dolphin has a fin on top like a shark.

NOTE 

The child accepts one of the teacher's suggestions (The belly is a different color from the rest of the body) and adds another color to her dolphin mask.



Length of video: Approximately 40 seconds

SLIDE 13: VIDEO: ADDITIONAL RESOURCES

Introduce the video.

Inform participants that they will view a video that shows a teacher during a small group activity.

Ask participants to look for examples of how the teacher uses additional resources to help guide the child.

VIDEO 



IN THIS CLIP...

The teacher provides additional resources to a child who wants to draw a picture of a dolphin. The teacher acknowledges a peer's suggestion and also helps the child search for a book with pictures of dolphins.

Supports children's Approaches to Learning

SLIDE 14: IN THIS CLIP...

Video example of *Scaffolding Children's Learning*.

In this clip, the child is interested in and wants to learn more about a topic. He quietly says, "I wanna make a dolphin." When the teacher asks if he knows how to make a dolphin he shakes his head "no." The teacher meets this child where he is and begins to scaffold by providing access to resources.

In this example two additional resources are provided to the child:

- Peer assistance: Another child offers the idea of using a stamp of a dolphin.
- Informational book: The teacher suggests a book that may have a picture of a dolphin for the child to study.

WHEN CAN I SCAFFOLD?

- Teachers may scaffold children's learning **throughout the school day** in many classroom activities.



SLIDE 15: WHEN CAN I SCAFFOLD?

Opportunities when teachers can scaffold:

Throughout the school day in different activities:

- Centers
- Small and whole group instruction
- Meal and snack time
- Transition

NOTE

Consider sharing the optional learning activity *Planning in Your Classroom*. This handout includes examples of how scaffolding strategies can be incorporated into classroom activities as well as a blank worksheet to help teachers plan for scaffolding children's learning in their own classrooms.





SLIDE 16: IMPROVING PRACTICE

Three ways to improve scaffolding skills:

Videotape: Teachers can videotape and watch their classroom interactions, which can be a useful practice in helping them to observe moment-to-moment interactions with students and reflect on their practice.

Example: A teacher videotapes her interactions with children during a book reading. After viewing her tape, the teacher notices how she moves quickly during the reading and does not scaffold when children ask questions and have difficulty understanding elements of the story. The teacher may also see that she often moves on to the next child if one does not have the correct answer.

Practice with a peer: It can also be helpful for teachers to “practice with a peer” by either having a peer teacher conduct a live classroom observation, or watch a video together of a teacher’s practice. Fellow teachers can provide feedback on each other’s behavior and children’s cues and responses. Together, teachers can brainstorm different ways to make improvements and scaffold children’s learning more often.

Example: When observing the focus teacher engaging in center time, her peer teacher may notice that the teacher missed a few opportunities to scaffold children as they worked on a large floor puzzle. The peer teacher might suggest that the focus teacher provide hints when children seem to get “stuck” or ask them to refer to another resource to help them complete the puzzle.

Watch a “master teacher”: Another way to improve practice could be viewing examples of a more skilled teacher’s interactions with children, either live or on video. These examples can provide ideas for how to improve teachers’ own instructional support.



SUMMARY

- Teachers can scaffold children's learning by:
 - Providing **hints** when children have difficulty understanding concepts.
 - Offering a **range of answers** when children need extra support.
 - Encouraging children to use **additional resources** to help them understand concepts and ideas.

SLIDE 17: SUMMARY

Review strategies to scaffold children's learning:

1. Provide hints to children when they have difficulty understanding concepts.
2. Offer children a range of answers to choose from when they need additional support.
3. Encourage children to use additional resources to help them further understand ideas and concepts.

HANDOUT

Based on participant's roles:

Distribute and review the *Tips for Teachers* handout. This tip sheet provides multiple example strategies that teachers can use, and examples of what these strategies look like in the classroom.

Please note that the strategies for "What this looks like in action" and "What it is not" are examples specific to those strategies. The behaviors in the nonexamples may be appropriate in other instances.

Distribute and review *Tools for Supervisors: The Supervisor Planning Guide* provides strategies for coaches, mentors, or supervisors to use to help teachers enact change in their practice.

Distribute the *Helpful Resources* list and review key resources, including links to websites, books, and articles that have information on scaffolding.

SLIDE 18: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources.





OPTIONAL LEARNING ACTIVITY: VIDEO REVIEW OF SHRIMP, SHRIMP, SHRIMP

The *Video Review of Shrimp, Shrimp, Shrimp* learning activity can be used to discuss further with participants strategies teachers use to scaffold children's learning.

This video shows an example of a small group art activity. One child is making a shrimp. The teacher facilitates the child's project by focusing him in on the "arms" of the shrimp. The teacher uses all three scaffolding strategies to individually support this child.

Refer to the *Video Review Shrimp, Shrimp, Shrimp: Facilitator Guide* handout for specific details.

Depending on the number of participants, this activity can be done in the large group or participants can be divided into smaller groups of 3–4.

HANDOUT

Distribute the *Video Review of Shrimp, Shrimp, Shrimp* handout to and review directions.

VIDEO

Explain that the teacher is scaffolding a child's understanding of the "arms" of a shrimp.

OPTIONAL SLIDE PPT

Show optional video slide: *Shrimp, Shrimp, Shrimp*.

Participants record examples of observed strategies as they watch the video.

Strategies

Participants discuss examples of strategies they observed in the video directly in the large group, or share back after discussion in smaller groups.

Connecting strategies to domains

Participants share examples of domain and domain elements from the Head Start Child Development and Early Learning Framework they observed being supported in the video. Participants discuss examples directly in the large group or share back after discussion in smaller groups.





OPTIONAL LEARNING ACTIVITY:

DISCUSSION OF CLASSROOM SCENARIOS

This learning activity provides an opportunity for participants to practice how they might use strategies that scaffold children's learning in their own classrooms.

This activity offers four options: identifying strategies, generating statements/questions, creating a script, and role play. The facilitator may use any number and combination of the four options.

Refer to the *Discussion of Classroom Scenarios: Facilitator Guide* handout for specific details.

HANDOUT

Distribute the *Discussion of Classroom Scenarios* handout and review directions:

- Each group completes the assigned activities depending on the chosen option(s).

DISCUSSION

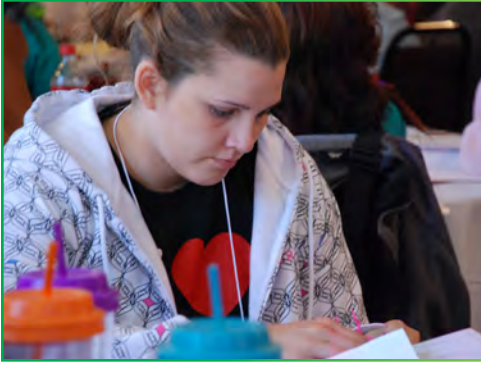
Have small groups share back with the larger group.

For the role-play option

Encourage participants to comment based on their assigned role of teacher, child, or observer.

Possible questions to ask:

- What did you notice the teacher doing?
- How did the children respond?
- What other ways could teachers implement this strategy?



OPTIONAL LEARNING ACTIVITY: PLANNING IN YOUR CLASSROOM

This learning activity provides an opportunity for participants to develop a plan for how they might incorporate scaffolding strategies into planned activities in their own classrooms. Refer to the *Planning in Your Classroom: Facilitator Guide* for specific details.

If you have a large group, consider dividing participants into several smaller groups for this activity.

HANDOUT

Distribute the *Planning in Your Classroom* handout and review directions:

- Each group completes the assigned activity.

DISCUSSION

Have small groups share back with the larger group.

NOTE

The *Planning in Your Classroom* handout can also be reviewed and distributed to participants for use in their own classrooms without engaging participants in the learning activity.